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TITLE: **SAFEGUARDING POLICY**

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Chief Executive

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Contents

1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in SETA are working together to safeguard and promote the welfare of children and young people.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The Chief Executive and General Manager or, in their absence, the authorised member of staff has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of SETA. This policy complements and supports other relevant policies.
- 1.5 Under the Education Act 2002 schools/ settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children', SETA will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 SETA aims to create and maintain a safe learning environment where all children and vulnerable adults feel safe, secure and valued and know they will be listened to and taken seriously. SETA is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.
- 2.2 The Continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate opportunities to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult and working life.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum in engineering, differentiated to meet their needs.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities
- 3.3 All pupils will know that there are adults in the centre whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE & EXCLUSIONS

- 4.1 In accordance with SETA's 'Attendance Policy', absences are rigorously pursued and recorded. SETA in partnership with the school takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in the centre.
- 4.2 The Attendance Policy identifies how individual cases are managed and how SETA work's proactively with schools and parents.
- 4.3 SETA implements the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered.

5. KEEPING RECORDS

- 5.1 SETA will keep and maintain up to date information on children on the register including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

6. ROLES AND RESPONSIBILITIES

- 6.1 The HR Manager of SETA will ensure that:
 - The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff.
 - Safe recruitment and selection of staff is practiced.
 - A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
 - Sufficient time and resources are made available to enable the Designated Member of staff to discharge their responsibilities, including attending meetings, contributing to

the assessment of children and young people, supporting colleagues and delivering training as appropriate.

- All staff receive appropriate training which is updated every three years.
- All temporary staff are made aware of the SETA's safeguarding policy and arrangements.
- All staff feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.

6.2 The Board of Directors will ensure that:

- There is a senior member of SETA's leadership team who is designated to take lead responsibility for safeguarding within the centre.
- SETA's safeguarding policy is regularly reviewed and updated and SETA complies with local safeguarding procedures.
- SETA operates safe recruitment and selection practices including appropriate use of references and checks on new staff.
- Procedures are in place for dealing with allegations of abuse against members of staff.
- All staff who have regular contact with children and young people receive appropriate training and is up-dated by refresher training every 3 years.

6.3 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered at SETA. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide information to the LEA, OFSTED etc on how the SETA carries out its safeguarding duties.
- Ensure that the SETA's actions are in line with the LEA and OFSTED Safeguarding Procedures.
- Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive more in depth training.
- Manage and keep secure SETA's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the HR Manager about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DCSF concerning Safeguarding.

- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves SETA. Keep a copy of the file.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 SETA's recruitment and selection policies and processes adhere to the DCSF guidance set out in "Safeguarding Children and Safer Recruitment in Education Settings" (January 2007).

8. WORKING WITH OTHER AGENCIES

- 8.1 SETA's has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. SETA will notify the school and if needed the District Team if:

- A child subject to a child protection plan is about to be excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- Or as agreed as part of any child protection plan or core group plan.

9. CONFIDENTIALITY AND INFORMATION SHARING

- 9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Director or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

- 9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be clear with children that they cannot promise to keep secrets.

10. TRAINING AND INDUCTION FOR STAFF AND VOLUNTEERS

- 10.1 Training is provided for all staff from the point of induction. Induction training includes basic safeguarding information about the SETA's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

- 10.2 All staff and volunteers who are in regular contact with children receive basic Level 1 safeguarding training every 3 years and this is provided by the Local Authority. Staff with 'particular responsibilities' for safeguarding receive further training at Level 2 and above and this is accessed through the Manchester Safeguarding Children Board menu or from other appropriate providers.

11. RECORDING AND REPORTING CONCERNS

- 11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix A). If a concern arises all staff and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the SETA's safeguarding recording system

12. INFORMING SCHOOLS & PARENTS

- 12.1 Our approach to working with schools and parents is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children whilst at SETA. In most cases schools/ parents will be informed when concerns are raised about the safety and welfare of their child. Schools and Parents should be given the opportunity to address any concerns raised.
- 12.2 Schools and Parents will be informed if a referral is to be made to the Children and Families Service or any other agency.
- 12.3 Parents will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Director will seek advice from the Children and Families Service's Initial Assessment Team.

13. FORCED MARRIAGE

- 13.1 SETA is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as by SETA. Child abuse cannot be condoned for religious or cultural reasons.
- 13.2 If a case of forced marriage is suspected, the parents will not be approached or involved about a referral to any other agencies.

14 CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

- 14.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held at the pupils school if it is considered that the child/children are suffering or at risk of significant harm.
- 14.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the school.

15 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF

- 15.1. SETA follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers.

- 15.2 All allegations made against a member of staff, including contractors working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

16 COMPLAINTS OR CONCERNS BY PUPILS OR STAFF

- 16.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 16.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

17 SERIOUS CASE REVIEWS

- 17.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
- 17.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- 17.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- 17.4 Improve working to better safeguard and promote the welfare of children and young people.
- 17.5 If required SETA will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

18 INSURANCE

SETA will ensure suitable and sufficient insurance cover is in place during the young persons work placement.

19 WORK EXPERIENCE

SETA will ensure placements do not infringe age and/or other legal good practice restrictions applying to young persons. Risks will be assessed, controlled and parents/carers will be informed.

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

APPENDIX A

The following definitions are from 'Working Together to Safeguard Children (2006)'

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.